**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:**  **2nd** | | | **Date(s)**: |
| **Unit Title:**   |  | | --- | | Unit 1 - Understand Place Value (Hundreds, Tens, Ones) | | | | | **Corresponding Unit Task:**   |  | | --- | | Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | | |
| **Essential Question(s):**  How do I compose numbers up to 1,000?   |  |  | | --- | --- | | How do you know the value of a number?   |  | | --- | | How do patterns help me skip count? | | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  Overhead/pens  100’s board   |  | | --- | | *The PTA has chosen you to help organize and restock the school supply store. The store has some supplies leftover from last year. The PTA needs 1,000 of each item available in the school supply store. You will need to count the total number of pencils, erasers, glue sticks, paper, and crayons and determine how many more of each item the PTA needs to order. The PTA has a limited budget for our school supply store so it is important for you to get the exact numbers needed and report your findings to the PTA treasurer.* | | | **Student:**  **Red/yellow discs**  **Tens rods** | | | |  | | --- | | place value  hundreds  tens  ones skip count  counting on  efficient  accurate  qualified | | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**   |  |  | | --- | --- | | |  | | --- | | ***2.NBT.2***  Count within 1,000; skip count by 5’s, 10’s and 100’s. | | | | | | | |
| **I Can Statement(s):**  **Make a number using 5’s and 10’s in more than one way** | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  The lifeguard has asked us to help count how many beach towels are laying on the beach. In order to do this we need to prove to him that we can count to 100. Using this blank hundreds board fill in the numbers so that the lifeguard knows you are qualified (able to do) to help him/her with this task. | | | | | |
| **Teacher Directed:**  **Using various base 10 blocks/counter share with the students how to make 100.** | | | | | |
| **Guided Practice:**  **Show different combinations using selected blocks to make 100 (example for blocks: use 10 rods for 10, red/yellow discs for 5) Example: 65 use 6 ten rods and 1 disc, 5 ten rods and 3 discs** | | | | | |
| **Independent Practice:**  **Give student groups various numbers to model up to 100. (70, 25, 55, 40, 100, etc.)** | | | | | |
| **Closing/Summarizing Strategy:**  **Today, we have learned how to make 100 using different combinations of 5’s and 10s. Tomorrow, the lifeguard had requested us to help him/her again. Wonder what they want us to do next????** | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| |  |  |  | | --- | --- | --- | | Skip count by numbers other than 2’s, 5’s and 10’s. |  |  | | | | Have pictures of materials for students to manipulate when counting.  Cut each shelf apart or enlarge the school store inventory poster to allow the students to focus on counting one item at a time. | | | Pre-teach vocabulary: ***total***  Have pictures of material for students to manipulate while counting.  Help students make a personal math dictionary with the word wall pictures/cards and key vocabulary to refer back to throughout the year. |
| **Assessment(s): See activating strategy and Independent Practice** | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |